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Social development, including questions relating to the world social situation and to youth, ageing, disabled persons and the family

Bangladesh, Belgium, Belize, Benin, Burkina Faso, Cambodia, China, Croatia, Cyprus, Denmark, Dominican Republic, Egypt, Eritrea, Ethiopia, Germany, Ghana, Greece, Grenada, Guinea-Bissau, Haiti, Indonesia, Ireland, Israel, Italy, Japan, Lesotho, Liberia, Malawi, Malta, Mauritania, Monaco, Mongolia, Morocco, Myanmar, Namibia, Netherlands, Nigeria, Norway, Panama, Philippines, Portugal, Republic of Korea, Russian Federation, Senegal, Sierra Leone, Spain, Sri Lanka, Saint Lucia, Sudan, Suriname, Swaziland, Thailand, the former Yugoslav Republic of Macedonia, Togo, Tunisia, Turkey and Ukraine: revised draft resolution

United Nations Literacy Decade: education for all

The General Assembly,

Recalling its resolution 56/116 of 19 December 2001, by which it proclaimed the 10-year period beginning on 1 January 2003 the United Nations Literacy Decade,

Also recalling the United Nations Millennium Declaration,[1] in which Member States resolved to ensure that, by the year 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education, which requires a renewed commitment to promote literacy for all,

Reaffirming that a basic education is crucial to nation building, that literacy for all is at the heart of basic education for all and that creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy,

[1] See resolution 55/2.

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Convinced that literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century,

Affirming that the realization of the right to education, especially for girls, contributes to the eradication of poverty,

Deeply concerned about the persistence of the gender gap in education, which is reflected by the fact that nearly two thirds of the world's adult illiterates are women,

1. *Takes note* of the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on an international plan of action for the United Nations Literacy Decade;[2]

2. *Welcomes* the International Plan of Action for the United Nations Literacy Decade;

3. *Appeals* to all Governments to reinforce political will, mobilize adequate national resources, develop more inclusive policy-making environments and devise innovative strategies for reaching the poorest and most marginalized groups and for seeking alternative formal and non-formal approaches to learning with a view to achieving the goals of the Decade;

4. *Urges* all Governments to take the lead in coordinating Decade activities at the national level, bringing all relevant national actors together in a sustained dialogue on policy formulation, implementation and evaluation of literacy efforts;

5. *Appeals* to all Governments and professional organizations to strengthen national and professional educational institutions in their countries with a view to expanding capacity and promoting quality of education;

6. *Appeals* to all Governments and to economic and financial organizations and institutions, both national and international, to lend greater financial and material support to the efforts to increase literacy and achieve the goals of education for all and those of the Decade, through, inter alia, the 20/20 initiative,[3] as appropriate;

7. *Invites* Member States, the specialized agencies and other organizations of the United Nations system, as well as relevant intergovernmental and non-governmental organizations, to intensify their efforts to effectively implement the Plan of Action;

8. *Decides* that the United Nations Educational, Scientific and Cultural Organization should take a coordinating role in stimulating and catalysing the activities at the international level within the framework of the Decade in a manner that is complementary to and coordinated with the ongoing education for all process;

9. *Requests* the Secretary-General, in cooperation with the Director-General of the United Nations Educational, Scientific and Cultural Organization, to prepare a

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[2] See A/57/218 and Corr.1.

[3] See *Report of the World Summit for Social Development, Copenhagen, 6-12 March 1995* (United Nations publication, Sales No. E.96.IV.8), chap. I, resolution 1, annex II, para. 88 (c).

report on the implementation of the Plan of Action for submission to the General Assembly at its fifty-ninth session;

10. *Decides* to include in the agenda of its fifty-ninth session, under the item entitled "Social development, including questions relating to the world social situation and to youth, ageing, disabled persons and the family", a sub-item entitled "United Nations Literacy Decade: education for all".